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Entrepreneurial education, the spirit of entrepreneurship and expectation of students

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Abstract

The article attempts to unfold students' perspective on the contribution of entrepreneurial education to shape their sense of entrepreneurship and their expectation. The research was applied in-depth interview to the students whom are decided meeting the specific criteria. Having entrepreneurial subject, training and internship program are among the criteria. In addition, data were also collected by using open questionnaire which is shared to the students. The result of study denotes that entrepreneurial education contributes in shaping the students' understanding on the nature of entrepreneurship, benefit, challenges and its risks. The tremendous impact is their awareness on the important relation between entrepreneurship and ethics, and social responsibility. After having the entrepreneurial education, the students have rational expectation on some aspects; having self-employment, avoiding unfair competition on becoming civil servant, having healthy and clean life, and creating job opportunity for others.

Keywords: entrepreneurial educational; self-employment and social responsibility

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1. Introduction

Entrepreneurial education and training become one of the trends which are offered by various educational institutions to the stakeholders. Scholars have also diversified their attention under the area of entrepreneur training and education. Some of them are Ernest Samwel Mwasalwiba, (2010) who's intention to study entrepreneurship education, its objectives, teaching methods, and impact indicator. Lina et al. (2011) investigated factors affecting entrepreneurial intention levels: a role for education.

However, Naktiyok et al. (2010) examined the relationship of entrepreneurial self-efficacy (ESE) and entrepreneurial intention in the Turkish culture. The study has found that students have high intention to be a successful entrepreneur.

Scholars have surveyed students to measure and compare their selected entrepreneurial characteristics. Eight traits were treated to the student, namely open mindedness; need for achievement; pragmatism; tolerance of ambiguity; visionary; challenge taking; risk taking; internal locus of control to define the entrepreneurial profile of students. Finding depicts the extent to which these two are correlated; and explores the entrepreneurship profile of university students. In sum, the difference between entrepreneurial characteristics and fields of study are suggestive (Kamsah and Rohayah, 2014).

Many educational institutions in all over the world offer entrepreneurial education globally. Some educational institutions and governments have introduced entrepreneurship courses in their educational systems to help students learn entrepreneurial skills (http://www.ehow.com/info_7886167_goals-objectives-entrepreneurship-education.html#ixzz2yOTEqjuY).

Islamic higher educational institution handled by the Ministry of Religion Affairs Republic of Indonesia which at the earlier stage of its development focused on Islamic studies. Recently, According to Mastuki (2013) Islamic Higher Educational Institutions (IHEI) has reached 618 institutions. 53 of these are in the form of State College for Islamic Studies, State Institute for Islamic Studies and State Islamic University while the remaining's are private. (http://diktis.kemenag.go.id/index.php?artikel=lihat&jd=183#sthash.nf43owBK.dpuf).

As an entity that lives in the midst of global competitive institutions, Islamic higher educational institutions have responded to the social - economy changes in the form of both conceptual and paradigm. In other words, Islamic higher educational institutions are not an exclusive one. They take into account the social, economic, politic and cultural national and global changeto keep its survival in the strictlycompetitive era and to equip the society with ability, skill and professionalism to compete and contribute in community development (Said and Elangkovan, 2013), and to generate new ideas and concepts on the contemporary development, quality improvement, increase in productivity and enhancing its relevance and expand educational opportunities (Mastuki, 2013 in http://diktis.kemenag.go.id/index.php?artikel=lihat&jd=183#sthash.nf43owBK.dpuf).

Siti Sakdiyah (2013) points that Islamic colleges must carry on improving their quality to be able to contribute more significantly to the sustainable development as it is covered by the Triple Helix. One of the important pillars of the Triple Helix (Intellectuals, Business, and Government) is qualified college to produce

graduates who are intelligent and able to the improve people's welfare. (http://diktis.kemenag.go.id/ index.php?artikel=lihat&jd=183 #sthash.nf43owBK.dpuf).

Islamic higher educational institutions need to adjust their vision, goals and reformulate its curriculum in accommodating the impact of the global economic change, prepare their students to have entrepreneurship skills and to stimulate their interest and motivation to create their own opportunity and to earn their life. Islamic educational institution as well as general institutions plays the important role to gear up entrepreneurship, stimulate the spirit of users on economic development and their employment. In a period of crisis, entrepreneurship is considered as a booster for the economic growth through the diffusion of innovations (Uzunidis et al., 2014). It is one of the key instruments to increase the entrepreneurial attitudes of both potential and nascent entrepreneurs (Linan et al., 2011).

The main purpose of this study is to formulate the contribution of entrepreneurial education in the form of entrepreneurship, training and internship program to form the entrepreneurship skills and the students' expectation after they have the entrepreneurial class, training and internship program.

2. Literature review

2.1. Entrepreneur and entrepreneurship

Despite the term entrepreneur and entrepreneurship are familiar words in our daily life, yet to avoid the ambiguity meaning of the two terms it is better to affirm the meaning both of the words. Schumpeter cited by Dimitri Uzunidis, Sophie Boutillier and Blandine Laperche (2014) asserted that the entrepreneur is indeed the one who disturbs the neo-classical equilibrium by executing new combinations in the means of production and who puts the economy on the path of motion and development (Uzunidis, Boutillier and Laperche, 2014).

An entrepreneur is a person who makes money by founding and operating a business. Some educational institutions and governments have introduced entrepreneurship courses in their educational systems to help students learn entrepreneurial skills. Entrepreneurship Education has been applied in various settings to achieve various objectives. (http://www.ehow.com/info_7886167_goals-objectives-entrepreneurship-education.html#ixzz2yOTEqjuY)

Entrepreneur defined as one who exercises initiative by organizing a venture to take benefit of an opportunity and, as the decision maker who decides what, how, and how much of a good or service be produced. An entrepreneur is not necessarily motivated by profit but regard it as a standard for measuring achievement or success. They greatly value self-reliance, strive for distinction through excellence, highly optimistic, and always favor challenges of medium risk (http://www.businessdictionary.com/definition/ entrepreneur.html#ixzz2yODcUrr7).

While entrepreneurship is, according to PeterDracker cited by Jahanian and Mahjoubi (2013) person who has ability to start new and small economic activity with his/her capital. Entrepreneurship is a set of personality features especial risk-taking, innovations and grandiloquence. Others related entrepreneurship

to a set of entrepreneurship behaviors such as set up and development of defined jobs (Jahanian and Mahjoubi, 2013).

The capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit is also known as entrepreneurship (http://www.businessdictionary.com /definition/entrepreneurship.html#ixzz2yORkhWrW). While the people who have the spirit such innovation, risk-taking, and nation's ability to succeed in an ever changing and increasingly competitive global market place is known as the entrepreneur. In other words, Abdurrahman (2014) stressed that the entrepreneur is one who enjoyed entrepreneurial traits, self-confidence, originality, people oriented, future oriented as well as risk oriented. He cited the view of Ghana (1995) who sees entrepreneurship as "the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run the enterprise successfully, based on the identified opportunities".

Besides, Peter and Hisrich (1998) defined that "entrepreneurship is the process of creating something new with value by devoting the necessary time and efforts, assuming the accompanying financial, psychic and social risks and receiving the resulting rewards in monetary and personal satisfaction and independence" (in Salmanulfarisi, 2014).

2.2. Entrepreneurial education

According to Ahmadu (2005) cited by Abdurrahman (2014) entrepreneurship education as various plan of behavioral modification at preparing, training, developing and upgrading the operational effort as well competencies, which touches individual mind set. As life-long learning process, which started immediately in elementary school and progress through all level of education, which help students to move progressively to more challenging educational activities with the main purpose to enable students to develop the insight needed to discover and create entrepreneurial opportunities and manage their own business to take advantage of these opportunities (Abdurrahman, 2014). He also asserted that entrepreneurial education helps students to understand and foster on entrepreneurial activities, which includes; barbing, recharge card selling, production of local soft drinks, carpentry, interior decorations and petty trading.

Apart from the above goals, entrepreneurial education aims at teaching people innovative ways to make a living enables them to take control of their circumstances; teaches students to recognize and seize diverse opportunities for financial gain; allowing people to work in authentic environments that best suit them, empowering people to create employment opportunities, imparting qualities such as self motivation and financial responsibility and empowering people to have self discipline since entrepreneurship involves taking well calculated risks. (http://www.ehow.com/info_7886167_goals-objectives-entrepreneurship-education.html#ixzz2yOTEqjuY).

3. Study method

The study applied qualitative approach by case study method. The criterion of case study is naturalistically obtained data. Data in the naturalistic paradigm are not viewed as given by nature but as stemming from the

interaction between the researcher and data sources. Kaplan (1964) cited in Yvona et al. (1985) justified that data come to us only in answer the questions; and it is we who decide not only whether to ask but also how the question is to be put. Data are the product of the process of interpretation, and though there is some sense in which the materials for this process are given (Lincoln and Guba, 1985).

The subject of this research was two groups of Islamic economics department students of Islamic College Palangka Raya. They were the fourth and the sixth semester students at the period of 2013-2014 who had attained the entrepreneurial education in the form of class attendance, training and internship program. In depth interview was treated as the main way of gathering the students' opinion. Listed open research questions were structured to be shared to the students in order they have their own ways of freely express their understanding, experience and feeling. Other data was taken from the sites of the Islamic Higher Educational Institution, The Ministry of Religion Affairs, Republic of Indonesia, and website of State College for Islamic Studies, Palangka Raya, Indonesia in relation to the profile and the history of the college. Their point of view was analyzed by using the domain approach which means that the researcher makes classification on his study finding from the view of students in the form of sub themes.

4. Results and discussion

4.1. Early history of STAIN Palangka Raya

In the early stage of its development, the State College for Islamic Studies Palangka Raya was a part of o faculty of education, a branch of State Institute for Islamic Studies Antasari, Banjarmasin, South Kalimantan. It had two departments which are Islamic education and Islamic law. The main purpose of the institution was to meet the need on the lack of the Islamic educational teachers in Central Kalimantan. In the period of 1975-1980, the faculty of education of Al-Jami'ah Palangka Raya has 6 students who gained the Bachelor of Art.

By 1985, the faculty becomes the members of Cooperation Agency of private Islamic Higher Education/Badan Kerja Sama PerguruanTinggi Agama Islam Swasta (BKS-PTAIS) Indonesia based on the Letter No: 008/104/0/BKS-PTAIS/1985 January 19, 1985. Since that, faculty of education of Al-Jami'ah Palangka Raya officially become a member of the Coordinator of Private Islamic Higher Educational Institution/Kordinator Perguruan Tinggi Agama Islam Swasta (Kopertais IV) for Surabaya regency.

By the 1997, Prof. Abdul Malik Fadjar, the Minister of Religion Affairs Republic of Indonesia reformed that all the branches faculty should independently stand on their ability or have a wider mandate to autonomy by name State College for Islamic Studies or known as Sekolah Tinggi Agama Islam Negeri (STAIN). One of them is STAIN Palangka Raya that become the first and the only one state college in Islamic Studies at the Central Kalimantan province.

By the wider mandate, STAIN Palangka Raya becomes a leading Islamic institution in Central Kalimantan province. It has more developed than it was. Currently, STAIN Palangka Raya has three departments which are department of education with five study programs; Islamic education; Arabic study; English study; Biological study; and chemistry study. Second is Islamic law department with three study programs; Ahwal

Al-Syakhshiyah (AHS) or religious court; Islamic economics; and syari'ah business law. Third is the department of Islamic propagation with Islamic Communication and Broadcasting study program. (http://stainpalangkaraya.ac.id). Apart from the undergraduate study program, STAIN Palangka Raya has also postgraduate program with the main program is multicultural leadership (http:// stainpalangkaraya.ac.id).

4.2. Entrepreneurial education's contribution

The result of in-depth interview, focus group discussion and the students' answer on the open questions shared to them, the researcher then, thematically express the contribution of the entrepreneurial education to the students. There are four sub themes presented as study finding which are raising the entrepreneurship spirit; forming students cognitive aspects on the nature of business, its opportunity and challenges and its various of risk; raising sense of pride on being the profession as the entrepreneur; stimulating the students' interest and motivation to be the entrepreneurs. While their expectation after following the entrepreneur education is self-employment, having social responsibility, having health and clean life, and creating job opportunity for others.

4.2.1. Raising of entrepreneurship spirit

As the starting point of analyzing the students' point of view, the Author firstly presents the following statement of student "A" who stated that:

> *Entrepreneurial education is not a new subject to me. I have ever had the entrepreneurial class at the stage of senior high school students. Before being an Islamic economic student at Islamic college, I had ever participated in the seminar and internship program which have high impact to my understanding on the nature of entrepreneurship, its benefits, risk and challenge so that I have high motivation and spirit to become a successful entrepreneur.*

The acknowledgment above implies that the entrepreneurial education contributes to the students' cognitive domain or the development of capabilities, intellectual skills or students' reasoning. Having entrepreneurial class, participating in the seminar and internship program affects the students' affective domain. It is not only developing students' knowledge, feeling, attitude, value, emotion, mastering skills which including the important components for self-employment but also liabilities that must be learned by everyone to support their successful in the business field.

The students' interest and motivation on entrepreneurial education is inseparable to the functions of it in preparing the students to utilize the opportunity and challenges in the business field. To some students, being an entrepreneur means to have better socio-economic life. It is reflected in the point of view of student B in the following statement:

> *To my point of view being entrepreneur means has a high socio and economic status in the society and high living standard of the family economy. Generally, as I see that many*

businessmen show their better quality of life and have their free of commanding other people to do their best for their successful. Actor of entrepreneur has strength mentality to face the challenges presented by the local, national and global business.

Better socio-economy condition within the life in the future becomes their primary reasons to be entrepreneurs. Having a strong mental attitude, skills of managing other people to gain the targeted goals and facing the risk that may occurs raise their interest and motivation in learning entrepreneurial education. They conceptually understand the nature of business, the criteria of innovative mental that needed by an entrepreneur. Identifying the risk and the possibility of losing and gaining profit become an interesting matters gained by the students through entrepreneurial education. This interpretation is justified with the following statement of student.

Since following the entrepreneurial education, training and internship program, I become more and more understand the nature of business or entrepreneurship world, even it is in the local and national context, its challenges and the way of managing the risk in the business. The most important thing is the ethics of conducting business.

Entrepreneurial education includes ethical norms as the important material in business. The students have blank minded on the importance of ethics in business before having the class and training. The material of entrepreneurship also includes the ethical system in the business activity. It reflects the awareness of the department of Islamic economics that entrepreneurship should not be separate with the ethical concern. Entrepreneurship, as it is stated by the head of the department is stair used to have the high virtue or *falah (welfare)* of human kind in general. Regarding this Garoott (1992) asserted that life is solely a training ground for the development of our divine quality. It means that ethical norms in entrepreneurship is solely important to be thought in order the students have their care on business ethics education which aims at changing behavior, fostering cooperative, and mutually beneficial outcomes (Cohen 2012). Student C states as follows**:**

There is an impression that the business world has been fighting with the possibility of gaining profit or losing. In eliminating the loss, a businessman, in my mind, should be enough smart to regulate how businesses can continue to earn profits even by pushing losses to a minimum level. Even, entrepreneurs have to violate the rules of religion that teaches them to have good conduct. After participating in the entrepreneurial education class, I become understand that there is no entrepreneurship activity can be detached from ethics matter.

It is clear that there is the psychological impact experienced by the students after receiving the entrepreneurial education, training and internship program. They become knowing that entrepreneurship is a noble profession that demands involvement of ethical view in developing their business. The spirit of entrepreneurship is aggressive, competitive, discipline, responsible and so on. The other spirit of business is the principle on how to maximally gain profit with less capital expenditure. The principle causes

businessman undergoes a psychological syndrome of being labeled dynasty people who build the wealth of economy on a fraud foundation.

In the perspective of business ethics, it is seen as misleading to the nature of entrepreneurship. Simple understanding on the principles of entrepreneurship as value-free practice is regarded as an explosive understanding. In other word, entrepreneurship is in the cycle of ethical matters. It implies that ethics in entrepreneurship refers to simply ethics as it applies that concerned with the morality of business issues (Chryssides and Kahler, 1995).

Entrepreneurship as a part of business activity is meant to earn income in order to meet the primary needs *(hajat al dharuriyat)* and secondary needs *(hajat al hajiyat)* and tertiary needs *(hajat al tahsiniyat)* by managing economic resources effectively and efficiently. Entrepreneurship should refer to ethics as the important aspect. It is becoming increasingly relevant not only the business community but to all sector of organized society (Lagan, 2000; Chryssides and Kahler, 1995; Garoot, 1992).

The role of higher educational institutions cannot be ignored in injecting the contextual and up to date understanding on the nature of entrepreneurship activity as value-laden. Thus, the spirit of entrepreneurship transferred to the students is designed into its curriculum which including the spirit of ethics of religion in doing business. The co-existence between ethics and entrepreneurship produced by higher educational system is effectively enough to build the students' understanding.

4.2.2. Expectation on entrepreneurial education

Author classifies the expectation of students on the entrepreneurial education into five categories which covers building their own future by being an entrepreneur, self-employment, avoiding unfair competition on being public civil servant, healthy and clean life through halal business, creating job opportunity for others.

4.2.2.1. Self-employment

The students in general expect to create their own future which is built based on their knowledge and skills contributed by the entrepreneurial education, training and internship program they followed. Many of the students expect to create their own future. They argue that create self-future needs not only knowledge and skills, good character such as responsibility, trust, discipline, creative. They believe that many great entrepreneurs start their effort from the zero. Student explicitly stated that:

> *After studying entrepreneurial education I become understand well not only the nature of entrepreneurship, its challenges, benefits and the way of doing it but also the raise my spirit to be a responsible, creative, hard-working, and discipline man. Entrepreneurial education also increases my spirit of reading the record of great figures of businessman who start their effort from the zero.*

Most of the students interviewed express their expectation of being self-employment by utilizing entrepreneurial education they have. Generally, they view that self-employment is not only meant to have

strong mentality and avoiding disturbing other people including they parents. They expect to stand on their own skills and knowledge, maximally using their intellectual capital, social capital and spiritual capital.

Students realize that having intellectual capital, high skills and knowledge is not enough to sustain successful without supporting other capitals, especially spiritual capital. Material as pointed by M Umar Chapra (2008) out needs involve value judgments which are not quantifiable. One of the most important of these spiritual needs for realizing human well-being is mental peace and happiness, which may not necessarily be attained by a rise in income and wealth. In line with the argument, student D also explicitly asserted that:

> *Being self-employment means avoiding interdependency mentality and escaping me on disturbing others. I would prefer to stand on my knowledge and skills with other capitals supports. Having a wide relation is also a determine aspects. We conduct the business by mean to serve other in order they meet their needs. The other important capital is spiritual one. As Muslim, I do believe that the successful in conducting our business activity lies on our management and also guidance from the God.*

The statement above shows a triangle relation between man, effort and intervention of God. This point of view is constructed by their world view as the Islamic economics and business students. Entrepreneurship activity cannot stand alone without the guidance of norms. In Islam, the spiritual capital is believed as a set of God guidance to human being with the main purposes to gain *falah* (happiness). The goal of development in Islam and other society around the world is to promote human well-being (Chapra, 2008).

4.2.2.2. Avoiding unfair civil servant competition

Strict competition to be a civil servant in Indonesia is a crucial fact which makes the alumni of the university to think hard, struggle hard and optimistic.

Entrepreneurship education motivates the student to re-think their planning in the future. Generally, the alumni of the university college have enough sense of competition and struggle to defend their academic ability, intellectual capital, and their other skills to win the competition of being civil servant. The interest of the university college to be a civil servant is so high that makes the competition becomes impure and unfair. Hidden connection to win the competition makes the competition unfair. Based on the sense of awareness, the Islamic economics department students reset their future orientation to be entrepreneurs.

Utilizing the capital to be the asset of enterprise becomes more useful than using it to gratify other people who granted them to be civil servant. This expectation is explicitly shows in the following statement of student F:

> *Utilizing capital we have to build my own effort even it is a small account is more useful than I utilize it on unethical and illegal way such as to bribe other for being granted on being civil servant. In this case, I do not mean to negate the importance of being a civil servant. However, being civil servant means our life is guaranteed by the government. I prefer to think the way on being the civil servant than the product of being the civil servant itself.*

The statement above shows that the students' frame of thought is to have social responsibility and educate society who conducts business on the importance of ethics education. These two points admitted by many experts as the extremely important in the global business world (Cryssides and Kahler, 1995). David Ray Griffin (1988) asserts that the tem spiritual refers to the basic value and meaning underlying our life,

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